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ABSTRACT

Arizona's archives, libraries, and museums contain a wealth of source material that can be applied to local, regional, and national topics pertaining to the 2003 National History Day theme, rights and responsibilities. Repositories from around the state share ideas and resources that are available to National History Day students. So that students' first archival research experience can be a positive one, the booklet seeks to make them aware of the following: research must be done on-site; most archival repositories require researchers to use a pencil when taking notes; students need to develop specific research questions; students need to credit the institution that owns the items; and students need to call repositories to make appointments. The booklet is divided into 20 sections: (1) "Introduction"; (2) "Using the Internet to Conduct Research"; (3) "Vocabulary"; (4) "Rights and Responsibilities Theme Statement"; (5) "Preparing Your National History Day Entry"; (6) "Special Considerations for Competition Categories"; (7) "Contacts"; (8) "Translations, Awards"; (9) "Suggested Topics"; (10) "Arizona Historical Society, Southern Arizona Division"; (11) "Arizona State Archives"; (12) "Department of Archives and Manuscripts, Hayden Library, Arizona State University"; (13) "Mesa Room, Mesa Public Library"; (14) "Mesa Southwest Museum"; (15) "National Archives and Records Administration, Pacific Region"; (16) "Special Collections and Archives, Cline Library, Northern Arizona University"; (17) "SRP Research Archives and SRP Heritage"; (18) "Sharlot Hall Museum"; (19) "Tempe Historical Museum"; and (20) "Proposed Student Timeline". (BT)

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National History Day in Arizona
2003 Theme Supplement

Rights and Responsibilities

Arizona National Guard 1918
Arizona State Library Archives and Public Records, Archives Division, Phoenix # 01-1052

SO 034 925

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National History Day in Arizona Theme Book 2003
Rights and Responsibilities

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Compiled and edited by: Wendi Goen & Laurie Devine
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Introduction

Arizona's archives, libraries, and museums contain a wealth of source material that can be applied to local, regional, and national topics pertaining to this year's theme. In the following pages, repositories from around the state share ideas and resources that are available to National History Day students. Keep in mind that the listing of repositories in this Theme Supplement is by no means comprehensive. There are many other museums, libraries and archives around the state that may have primary source material pertinent to your students' topics.

Collections from other states may be available through the National History Day website (**http://www.nationalhistoryday.org/**). Many state archivists have submitted topic ideas and archival resources available at their institutions. Several have submitted entries and others have asked to include links from the NHD website to their sites.

Some institutions have indicated staff members will speak with your students about this year's theme. Many of these staff members are also experienced judges, and enthusiastic NHD participants. Their enthusiasm will help your program!

We hope you will find this theme supplement useful and will give us your input as to improvements for next year. The contacts listed are anxious to share their resources. Please feel free to make photocopies of this booklet for your students. It is also available on our website at **nhd.lib.az.us**. Thank you for encouraging your students to participate in National History Day and for your commitment to promoting the study of history.

Archival research guidelines:
In order to make students' first archival research experience a positive one, please make them aware of the following:

- **Research must be done on-site**. Most archival materials are one-of-a-kind, and cannot be checked out.
- **Most archival repositories will require researchers to use a pencil** when taking notes. Stray pencil marks can be erased while ink marks can permanently damage valuable archival material.
- **Students need to develop specific research questions** about their topic before conducting research in an archives. The best way to do this is to read general information found in books or journal articles to gain an overview of their topic before they arrive.
- **Students need to credit the institution that owns the items** they use for their research. In order to be certain that they give appropriate credit, they should ask the librarian or archivist who assisted them how to cite the material they will be using from each repository.

- **Students need to call repositories to make appointments**. Archivists and curators appreciate, and often require, appointments. This allows archivists and curators time to think about materials the student may need and allows them to pull some material before the student arrives. This may also allow students an opportunity to conduct research outside normal repository hours.

Additional research tips:

- **Go to the original source.** Most secondary sources are based on primary research conducted in an archives. Authors then cite the sources they used in footnotes, endnotes or a bibliography. Examine these to get ideas of where to go for your own primary research. For example, an author may provide a quote taken from a diary. Undoubtedly, if a student has access to that diary, he/she will find other quotes and information to support his/her topic. Students should not hesitate to contact organizations that are out of state. Many have their collections available through the Internet or may be willing to send copies for a fee.

- **Only use copies from original photographs.** If a student sees a photograph in a book that he/she wants, they should request an original copy from the repository. Many institutions have their photographic collection on computer and can provide copies free of charge if provided a disk. Even if there is a reproduction fee, the quality of the photograph will greatly enhance students' projects. Furthermore, there may be other photographs housed at the institution that are better suited to the focus of the individual's topic. Xeroxed photographs from secondary sources are not primary sources, look unprofessional, and in some cases, violate copyright laws.

- **Do not expect one-stop shopping.** In most cases, the primary source material needed for sound historical scholarship will be housed at several different repositories. For example, the Mesa Southwest Museum and the Arizona Historical Society have archival material on Luke's Air Force Base in addition to the plethora of material on World War II aviation at the Pima Air and Space Museum. Both the Arizona Historical Society and Pueblo Grande Museum have information on the Chinese community in Phoenix. Once students know the type of material they want, they should contact several repositories listed in this publication, even if their particular subject is not listed. Keep in mind that each entry in this Theme Supplement is only a sample of the material housed at that institution.

- **Vary your source material.** By varying sources by location and type, students will improve the historic quality of their entry (60% of overall score). Judging criteria includes that the "annotated bibliography demonstrates wide research," "entry demonstrates a balanced presentation of materials," and "entry demonstrates use of available primary sources." In other words, if a student's only primary sources are oral history interviews, then he/she is not

demonstrating any of the aforementioned criteria. Set a goal for students of finding appropriate sources at five different repositories (this publication should help them achieve this goal) and for including at least five different types of sources from the following list:

Oral history interview (conducted by you or find one in an archives, museum or library)
Photograph
Map
Diary or journal
Correspondence (letters)
Newspaper article
Magazine article
Brochure or pamphlet
Artifact
Government Document
Newsletter from an institution, corporation, club or other organization
Annual report
Architectural drawing
Essay or other manuscript

Remember, in order to be counted as a primary source, magazine articles, newspaper articles, newsletters, brochures and pamphlets must be from the period of your topic. Articles about the history of your topic that are included in magazines, newspapers, brochures, etc. may be used secondary sources, but are not primary sources.

- **Oral History Interviews** can provide historical information that was obtained directly from persons having firsthand knowledge of your topic. Notice that many of the repositories listed house oral history interviews in written and audio formats. In other words, students do not have to conduct interviews themselves to benefit from the type of information that can be gained from oral history interviews. It is also important to note that the definition of an oral history interview explicitly states that the historical information is *obtained directly from persons having firsthand knowledge*. Interviews with university professors and other scholars who are knowledgeable about a topic but do not have firsthand experience as a witness to the topic cannot be considered primary sources. For example, an expert on the Depression who was born in 1955 cannot provide a firsthand account and therefore cannot be considered a primary source.

Using the Internet to conduct research

When students conduct research on the Internet, they often rely on large search engines such as Alta Vista, HotBot, and Yahoo! to direct them to online resources. Unfortunately, some of the best online resources cannot be located by these large search engines. This is because the resources "live" in online databases rather than on the web. To access the resources, searches must be conducted in the database themselves.

-Excerpt from "Aha! So that's why I couldn't find what I was looking for!" A handout printed by the National Archives.

Web Sites for Primary Sources:

National Archives
http://www.archives.gov/nara/nail.html

National History Day
www.nationalhistoryday.org

The Library of Congress
http://www.loc.gov/

Repositories of Primary Sources
http://www.uidaho.edu/special-collections/Other.Repositories.html

The University of Oklahoma Law Center: A Chronology of US Historical Documents
http://www.law.ou.edu/hist/

The Smithsonian Institution
http://www.si.edu/info/libraries_archives.htm

Speechbank (a collection of 500+ speeches and oral presentations)
http://www.americanrhetoric.com/speechbank.htm

Please be certain to look up the web sites of the Arizona repositories listed in the following pages.

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Vocabulary

Archaeology Systematic recovery and examination of material evidence remaining from past human life and culture. Archaeologists study artifacts that can be used as primary sources for historical research. A historic archaeologist is someone who studies written record in conjunction with material evidence to understand the past.

Archives An organized body of records relating to an organization or institution.

Artifact An object produced by human workmanship.

Curator Usually a museum staff person who specializes in a certain subject. Curators are responsible for the collection, preservation and administration of materials that pertain to his/her area of expertise.

History The branch of knowledge that records and analyzes past events through written and oral materials.

Manuscript A handwritten or typewritten piece of writing.

Oral History: Historical information obtained directly, as in tape-recorded interviews, from persons having firsthand knowledge.

Prehistoric The history of humankind before recorded history. Arizona's prehistoric cultures include the Hohokam, Anasazi, Mogollon and Sinagua. Prehistoric cultures are studied by archaeologists who focus on material culture rather than historians who primarily analyze written records and oral testimony from firsthand witnesses. Keep in mind, however, that historians also use material culture and historic archaeologists often use written documentation to study historic cultures.

Repository A place where things may be stored for safekeeping.

2003 National History Day Theme
Rights and Responsibilities in History

All people are born into their own time with opportunities. These may be empowering, allowing them to accomplish great things. Or they may be limiting, demanding obedience and sacrifice, dictated by their culture or their government.

Rights are not privileges, but rather a lack of restriction. Any member of a society may have the right to leave that society, to choose not to fight for its defense or to openly rebel against it. Or, the person may believe that he or she has an obligation to support it, to defend his or her family from outside threats, to consider interests beyond him or herself. These roles are *responsibilities* and sometimes may come into conflict with one's *rights*.

Throughout history, each day, every person makes decisions which affect others. These decisions could result in conflict, famine, genocide, damage, empowerment, education or achievement. We may work together or against each other, individually or in groups. Such seemingly simple things as the decision not to drive a car into the side of another may appear a simple act of preservation or lawful obedience. But, in truth, the fact that the other driver is not killed, may lead to him/her living, raising children, gaining employment, effects which ripple through society. A savior or villain may be born or survive as a result of any decision.

Political and military leaders must deal with *rights* in obvious ways. Their behavior could lead to war, resulting in a deprivation of civil rights—or life itself—for many. For some leaders, these decisions have been painful. For others, the pain seemed not only acceptable, but in itself virtuous. Still, the soldiers and citizens who served each were probably no better nor more evil each than the other. What was *their responsibility?* Should those serving the evil leaders have resisted?

Other leaders have sacrificed their lives or been assassinated for wrongs that they recognized. Attempts to resolve conflict peacefully often ironically end in violence. Why?

Businesses and institutions can inflict great right or wrong with financial leverage. Pollution, loss of income, faulty products, and cultural imperialism all result from business decisions. Families, communities and countless lives are altered when a business eliminates workers or makes bad decisions.

The theme *Rights and Responsibilities in History* also lends itself to counter themes: Individuals or organizations have suppressed rights throughout history by hate crimes, religious persecution, genocide, enslavement and intolerance.

Irresponsibility has led to individuals and institutions failing to resist forces which commit wrong.

In preparing your entry, analyze one of the many historical events—locally, nationally or internationally—where participants' actions resulted in right or wrong, in which acts of conscience resulted in an historically memorable conclusion.

Preparing your National History Day Entry

National History Day is an academic program in a competitive format. Students excel not by winning, but by mastering knowledge about an historic event. The product produced is an entry, but the research and skills necessary to prepare the entry are the most important part of the experience.

The first thing you might want to decide is whether you are working individually or in a group (Arizona rule: groups—except performances—may not exceed 3 students).

Did you know that 75% of all entries prepared nationally (or approximately 530,000 out of 700,000) are exhibits? If you want to increase your chances of winning, picking the far less competitive category of performances and websites, particularly by individuals, might be an option.

If you are working in a group, understand before you start that *each* member of the group must know *all* of the information. Research must be done by the entire group, not just one member. Judges will ask questions equally of all members and a failure of knowledge by one weakens the knowledge of all. You might also want to think about this when selecting group members. Will everyone pull his or her weight?

Think outside the box! Pick a general topic of interest, then do some internet "probes" to see if information is available. Mainly, you should be sure that the topic interests you. You will probably spend the next seven months learning every detail about it. Some students have become international "experts" on their NHD topics and have affected legislation and legacies. Make it something that you will want to share with others and have them ask you about.

The topic should relate solidly to the theme. You don't want to be constantly explaining the thematic tie. Write a thesis statement* early, then look at it about many times. It should be obvious exactly *what* you are researching and exactly *how* it relates to the theme. Make sure that you return to the thesis statement at least weekly during the duration of this year's NHD competitions and that your entry always reflects this thought.

Think about the topic a lot. It doesn't have to be of apparent, earth-changing significance (but it can be). It can be a small event which represents a much larger event, or a local event which reflects world happenings. If it is too big, you will not be able to master it. For example, World War II would obviously be too big. So would the U.S. Army in World War II. But an individual soldier's life and experiences might make a great individual performance.

Other than failure to adhere to theme, the most common mistake made in NHD is to pick a topic which is too broad.

You might want to bear in mind that there are fourteen special award categories, each with a $100 prize, listed on the state NHD webpage (nhd.lib.az.us). They represent equivalent national awards, often with greater prizes.

Whatever topic you select, you must be able to do in depth research; **60% of your score in NHD is based upon historical accuracy.** It's comparatively easy and possible to do in-depth research if you have an Arizona topic with local access to the museums or archives which house the information.

It's more challenging, but still very possible, if the topic is national or international. Many resources are now available on the internet: Institutions like the Library of Congress, National Archives, British Museum and universities worldwide have websites which could be useful. Internet sites which end in .edu or .gov often contain credible information.

The internet can be a great help! You can send email to people who are experts or were witnesses at an event (or you *could* telephone them).

The internet can also be a curse. Judges are wary of students who conduct their research by using an internet search engine or—even worse—have information from .com sites. If all you have in your bibliography is internet-based information, you will not advance far in NHD.

Chat rooms and unidentified interview subjects are not acceptable. There's no way to verify the credibility of the person providing the information.

A wonderful, but under-utilized resource is Interlibrary Loan. Even in the smallest town or college, books from many places throughout the world can be ordered for anyone who has a library card. Sometimes this can take up to a month, so advance planning is helpful. You can locate books about your subject by searching catalog systems at major universities. Record the bibliographic information, take this to your library and have them order the book.

If your topic is very specific (like the biography of one person) and the available primary information is limited, you can expand your research opportunities by looking for "contextual information." In addition to finding out about Joe Lewis, you could research life in the Black community at the time that he was boxing. Understanding about his society and world will make you better able to understand the man himself.

Newspapers, useful for this and other types of research, can also be ordered on microfilm through interlibrary loan. If possible, you should research in the geographical location where the event occurred, but you can often find "context clues" for cultural events in towns and cities far away. For example, an Iowa

newspaper from 1943 may show a great deal about how ordinary Americans viewed World War II on the home front.

Your bibliography must be *annotated*. NHD bibliographies are often things of great beauty! You should explain—briefly—how every source that you list is used. A short paragraph is sufficient. Unless they are very important, do not list internet sources as mentioned previously.

Your bibliography should be split into two sections, with the *Primary* resources first. Primary resources include such things as: diaries, autobiographies, newspaper accounts contemporary to the event, eyewitness accounts, court documents, photographs and film taken at the time. Interviews which you conduct—in any form—with actual participants, are primary resources. Interviews with experts about the topic are NOT primary. The mere fact that someone was alive at the time of an event also does not qualify them as a primary source—they must have been a participant or observer.

Secondary resources are those which analyze or interpret the topic. These are generally easier to find, but the selection of quality secondary sources may be the most important part of your research. They often list available primary sources in *their* bibliographies. In addition, if well written, they will help you understand the different points of view about your topic.

While you will understandably be eager to produce your entry, that is actually the *last* thing that you should do. Your thesis statement must be written, research well in hand, and bibliography begun before any words are written on your paper, exhibits designed, scripts begun or web pages laid out.

When your entry is prepared, it is extremely important that it reflects your thinking based upon actual facts and not a fanciful interpretation of what you would like it to be. If there are two points of view about the subject, you should be able to present both sides equally. Controversial subjects, without this balanced perspective, do not make good topics for NHD entries.

Generally, you should begin the preparation of your entry about one month before the first competition. Performances may require slightly longer for costuming, scripting and props. Do not do this two days before the competition.

At the end of this section are some special considerations for each of the types of entries.

After all the research and the entry are completed, the final step of preparation is your process paper. Using 500 words or less, your main purpose is to describe how your entry was researched. You may also tell a bit about your topic selection and how it relates to the theme. However, do not use the process paper as a substitute for good theme demonstration in the entry. You should prepare *four*

copies of the process paper and bibliography (which should be attached together). At the top should be a cover sheet with your name(s) and entry title, as well as the category of the entry: Joe Smith & Susan James, Gone with the Wind—The Reconstruction of the South, Junior Group Performance. Do not put your school's name. Do not use plastic binders. You may either staple the process paper/bibliography in the upper left corner, or use binder clips to hold them together.

At each level of competition, you will be interviewed and ranked by a judging team of historians, teachers and community leaders. These people volunteer to work with you and bring an enormous wealth of knowledge to the process, but may not have extensive knowledge about your subject.

On competition day, be prepared! The judges can ask any question about your subject or the way the entry was completed. YOU are the expert. Your enthusiasm and willingness to discuss what you've learned will influence whether you advance to the state and national finals.

Take time to enjoy the experience. Millions of American youth have gone through NHD and all will attest to the challenges they encountered. The citizenship, ability to think and knowledge that you gain will help you in whatever life course you choose in your future.

*Thesis statement: For NHD purposes, we suggest that you write not more than a paragraph which includes the following information: The proposed topic that you will research (very specific), why that topic relates to this year's theme and how you intend to show that it relates to the theme. You may also add a very short sentence about why this topic is important.

The thesis statement need not be exhibited anywhere on your entry, but is to help you focus. However, it is a very very good idea to have a title clearly exhibited on your entry (even a performance).

Special Considerations for Competition Categories

Documentaries, like performances, writing the script is the also first phase of a documentary. You should know whether you are preparing a Powerpoint presentation or a video. A storyboard, which matches the script, will help you put your photographs, documents, illustrations and videotaped material in the right order. Generally, using the documentary category to make a videotape of a performance is a bad idea. Documentaries should incorporate photographs and materials which illustrate the event and give an interpretation of its significance within the theme.

Exhibit: you will need to design it and acquire materials. Do a drawing which shows the layout. Don't be afraid to be innovative! Use rotating exhibits, rough hewn boards or a variety of materials. You may be able to begin the competition with a science fair-type three fold exhibit, but to advance through the levels, you will have to implement more design. Remember!!!! If you qualify to go to the national finals, your exhibit will have to be transported to Washington DC. If you're going to drive, that's not much of a problem. But if you fly, it might have to be shipped. Exhibits which don't disassemble easily can be **very expensive** to ship. No costumes should be worn during judging for an exhibit. No more than 500 **student-composed** words are allowed on an exhibit. You may also put quotations, which don't count against the word count, but be careful not to clutter your exhibit with too many of these.

Performances require a script, costumes and props (props, too, should be able to be shipped easily). The script should come first. Writing a performance to fit the theme is one of the trickiest skills in NHD. Ask your advisor/teacher to review your script for this. Memorize the script! Costumes and props can be as simple or complicated as you like. Performances are not only about good acting skills, but they're also about good writing and art skills. You must be able to set up your props (without adult assistance) in five minutes.

Websites (Arizona only competition—not eligible for national finals) should be planned ahead, with the pages and links laid out before their creation. Interactive websites are especially appealing to judges and viewers. Websites must demonstrate historical significance.

Contacts

The following individuals or organizations are available to assist students with research relating to special topics, particularly relating to Arizona Special Awards. Some organizations may be able to arrange for presentations to student groups. Please contact the organization to ascertain this.

U.S. Navy League, Arizona Chapter: RVHicklin Jr <robert@hicklin.net>

Daughters of the American Revolution/American History Coordinator, Arizona: Jo Andress panda13@ctaz.com

Nurse at Ganado Presbyterian Mission ca 1935
Arizona State Library Archives and Public Records, Archives Division, Phoenix #90-0737

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Translations

If your entry is about a topic where the participants do not speak English, you may use translations. If the material would be a primary resource in its native language, it is still primary in English. You are not expected to locate someone who speaks the language. Many reasonably good programs that translate are available on the Internet and often, if you find the material at a foreign library, they will be willing to translate *small* portions for you. While NHD supports the idea of researching foreign entries, for your sake, please consider the special challenges which foreign language (as opposed to international topics-which may be well covered in English) may pose.

Awards

At the conclusion of the regional, state and national competitions, there are Awards Ceremonies. At all levels, students receive certificates. At the state finals, 1st, 2nd and 3rd place entries—the best in each category—receive medals. In addition, special awards are given to the best entry in selected subject areas. These have $100-200 awards, as well as certificates.

A number of prizes, including cash and college scholarships, are available at the national finals. Winners at nationals also receive medals, as do the best entries from each state.

Participating in the national finals is a reward itself. Very few students who began an entry ever earn the right to attend the finals at the University of Maryland near Washington D.C.

The experience is amazing and includes visits to Washington, meeting U.S. Senators and Congressional representatives, and participating with 2000 amazing students from throughout the U.S. (and perhaps other countries, coming soon!)

Rights & Responsibilities in History
Suggested Topics

This list is not exhaustive! There are thousands of additional topics which might prove interesting to you or your group. There may be subjects which occur to you that are similar to these. Most may need to be *narrowed* to strengthen your entry.

Your entry must be about *rights* **or** *responsibilities*. It *may* be about both. This generally is a good idea if at all possible. Entries which are "anti-themes," or about a failure of rights or acts of irresponsibility can be quite powerful and are acceptable. You should make this clear within your presentation, and not just in the written material.

This year's theme lends itself to entries about dynamic individuals—good and bad—who have influenced history with their own sense of rights or responsibilities. We expect that a good proportion of 2003 entries will be biographical.

Remember that a topic can be more powerful if you can interview eyewitness (live or by email), and that you can/should consider this in your topic selection. This is especially important for documentaries.

In almost every case, at the national finals, the winner is determined by the entry which best relates to the theme. The amount of time/effort the winners expend clarifying the theme may appear absurd, but it is what makes the entry conspicuously different. Therefore, at every stage of competition, make clear your topic's relevance to the theme. Ensure that you have a thesis statement, a topic that you can completely master (and are willing to spend a year learning about) and extensive knowledge and the ability to speak about it.

Caution:
Though the following topics are "natural fits" for this year's theme, there will probably be thousands of entries about them at the national level, rendering them common and the competition unusually difficult. Students who choose any of these are advised to select a unique perspective *and* be prepared to conduct extensive primary research, far beyond that of a normal NHD entry.

Jackie Robinson
Ernest(o) Miranda
Bisbee Deportation
Holocaust in general
(If presenting the Holocaust, choose one narrow component)
Rosa Parks
Japanese Internment Camps
Muslim women

Arizona Topics

The Indian Wars
The Bureau of Indian Affairs in Arizona
B.I.A. Schools
Frank Luke in World War I
Geronimo
Cochise
Pancho Villa and the Border Wars
Bucky O'Neill and the Rough Riders
Strip mining & reclamation
Phelps Dodge and their sense of community responsibility
The Pillaging of Ancient Indian sites
The Impeachment of Evan Mecham
Barry Goldwater (should be narrowed to one component of his life or politics)
Bruce Babbitt
Colorado River Water and Mexico
The Colorado River War & the Arizona Navy
Ernest McFarland—Arizona's only Governor, Senator and Supreme Court Justice
McFarland and the G.I. Bill
Mexican immigration in Arizona
Legacy of the Spanish Explorers—or a single exploration
The Mormon Battalion in Arizona
Pillaging of land by Railroads in the 1800's
James McClintock—State Historian, Rough Rider
Polly Rosenbaum—More than 50 Years in the Arizona Legislature
Frances Munds—First female legislator
Glen Canyon Dam-Is it a moral error which damaged the Grand Canyon?
Treatment of Indians by Generals George Crook and William Stoneman
Judge William Stockwell and territorial justice in Arizona
George W.P. Hunt, Arizona's first governor
Powers brothers and the military draft of 1918
Bisbee Deportation
Christian Missionaries in Arizona
Frances Munds
History of Polygamy in Arizona

United States

Vietnam Draft resisters
March on the Pentagon
The Quakers—pacifists in all wars
Patrick Henry (or any Revolutionary War participant)—Conflict between loyalties
Paul Revere
Rachel Carson & Silent Spring
Benjamin Franklin
Benedict Arnold—Displaced Responsibilities
Nathan Hale
Declaration of Independence
Any *one* of the Bill of Rights
Hollywood and World War II
John Birch Society
Shoeless Joe Jackson
Walt Whitman
Abolitionists
Muhammad Ali and draft evasion
An aspect of US immigration policy
John Muir
John Brown's Raid
The United States Flag—Love it or Burn it
Navy SEALS
The Underground Railroad
Andrew Carnegie and the free library system
Henry David Thoreau and Civil Disobedience
The Shakers
Martin Luther King
The Black Muslims
Pete Rose: Betting on Sports
The Olympic Boycott by Jimmy Carter
Oil exploration in Arctic Alaska
The Congressional Medal of Honor
Mathew Brady: Documenting the Civil War
Ralph Nader and automobile safety (or another issue)
Buffalo Soldiers
The Indian Reservation System
The G.I. Bill
Clara Barton
Lou Gehrig and "giving back" to American Society
Ted Williams during the Korean War
The Negro Leagues
Protest Music
Joe Lewis

National Park System or Yellowstone Park
United Farm Workers & Cesar Chavez
Mother Jones
Bob Dylan and music as a form of protest
Were the Roaring 20's an Age of Irresponsibility?
Nathan Hale
J. Edgar Hoover and the F.B.I.
Jesse Owens facing the Nazis in the Olympics
The Chicago Black Sox Scandal
Manifest Destiny
Pacifism
McCarthyism

International

The History of the Hippocratic Oath
Ernest Shackleton and the Antarctic
Florence Nightingale
Refugees, esp. Palestinians
Henry VIII
British (or any nation) colonization
The Gulag System in the Soviet Union
The Crusades, especially the Children's Crusade—still affecting history
The creation of the State of Israel in 1948
Basque Separatism—a Legacy of Terrorism
Doctors Without Borders
The Vatican and the Holocaust
Cultural Imperialism
Anwar Saddat
Treaty of Versailles
United Nations
Antarctica and the neutrality zone
Taiwan's right to exist
Genocide in Armenia
Prosecuting War Criminals
Interpol
Tokyo Rose
William Wallace and Scottish Independence
Albert Einstein and nuclear weapons
Any ONE element or concentration camp during the Holocaust
Erwin Rommel—a Moral Nazi?
Pearl Harbor from the Japanese Perspective
The French or Norwegian resistance in World War II
Mutiny on the Bounty
Michael Collins

The Irish Republican Army
Napoleon and the abuse of power
George III—the irresponsible King
The League of Nations
Chemical Warfare—Is it right?
Mahatma Gandhi
International Folk Music—A Voice for Moral Outrage?
The Rape of Nanking
Anne Frank
Jacobite Rebellions in Scotland
Greenpeace & the Rainbow Warrior
Destruction of the ozone layer/pollution
Zoos worldwide, or the capture of wild animals (HISTORY!)
Haillie Selassie
The Lost Battalion in World War I
The Caste System in India
The Dalai Lama
Apartheid in South Africa

Arizona Historical Society
Southern Division (Tucson)
Archives and History

Address: 949 E. Second Street Tucson, AZ 85719

Contact name: Deborah Shelton

Phone Number: (520) 617-1151

Possible Topics

These collections have material on the Mexican Revolution, Miner's Strikes, Mining Reform, Bisbee Deportation, Immigration, and Spanish/Mexican government and politics.

MS 1176 Courtenay DeKalb Collection (MS = Manuscript Collection)
MS 0601 Paul Figueroa Collection
MS 0393 Morris Hunter Jones Collection
MS 0743 Marcus, Smith Collection
MS 1051 Corridos Mexicanos Collection
MS 1136 Customs Service Records Collection
MS 1032 Cananea Consolidated Copper Company Collection

PC 010 Will C. Barnes Photograph Collection (PC = Photo Collections)
PC 073 D.C. LaMoine Photograph Collection
PC 180 Norman Wallace Photograph Collection
PC 041 Morris Elsing Photograph Collection

AV 0393.43 James Wilson (AV = Oral history)

Preserving Arizona — Providing Access

Arizona State Library Archives and Public Records
History and Archives Division
(State Archives)

Address: 1700 West Washington Room 342 Phoenix AZ 85007
Contact: Wendi Goen, Dr. Melanie Sturgeon and Laurie Devine
Telephone number: (602) 542-4159
Webpage: www.lib.az.us/archives
Hours: M-F 8-5

Policies: Use pencil only. Photographic images emailed to student are free. Images on CD are $10. The first 10 pages of photocopies of documents are free and after that they are $0.10 per page.

Staff available for assistance:
Laurie Devine--Photographs and images, as well as programming for NHD
Wendi Goen--Archival research, and NHD programs

Possible Topics

Colorado River Compact

What rights do people have to the water that flows through their states or between state borders? What responsibilities do state have to use water carefully? These questions often engendered conflict among groups who contested the rights to water. The Arizona Colorado River Commission was created to support Arizona's claims to the water in this river.

Among our records that deal with these issues are: Arizona Colorado River Commision (RG 25); Arizona California Boundary Commission (RG 10); Office of the Governor (RG 1); the Interstate Stream Commission (RG 141); George Hebard Maxwell collection (MG 1); Office of the Attorney General (RG 4); and Arizona vs California.

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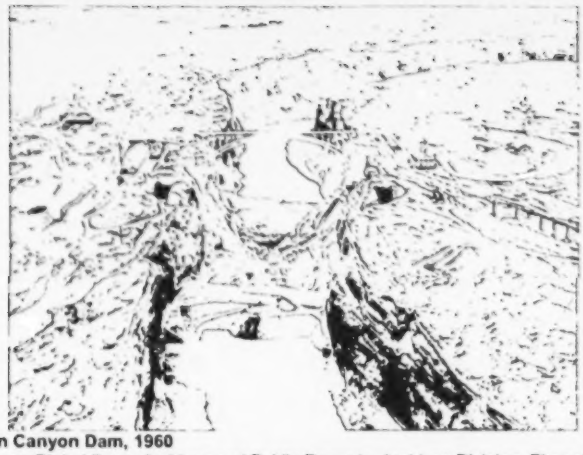

Glen Canyon Dam, 1960
Arizona State Library Archives and Public Records, Archives Division, Phoenix # 97-6110

1930s New Deal programs—rights and responsibilities

The 1930s marked a significant change in the ways that society and government provided work for the unemployed, took care of elderly Americans and administered welfare. For the first time the federal government assumed responsibility for many of these activities. Many people began to think of this as a right. Not everyone agreed.

Our collections include hundreds of photographs of New Deal projects in Arizona, the Arizona WPA Writers Project papers (RG 91); Office of the Governor (RG 1); Department of Economic Security (RG 37); Department of Health (RG 50); Arizona Resources Planning Board (RG 74); Arizona State Legislature (RG 97); and county Boards of Supervisor's records.

Arizona women and the legacy of women's suffrage

Women got the vote in Arizona in 1912 nearly eight years before the passage of the 19th amendment nationally. The right to vote opened the door for women's participation in the political process in Arizona. How did Arizona women use this right?

We have materials in the in the papers of: the Secretary of the Territory (RG 6); Secretary of State (RG 2); Women's Suffrage collection; Office of the Governor (RG 1); the Arizona State Legislature (RG 97) and numerous historical newspapers.

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Arizona Rangers 1908
Arizona State Library Archives and Public Records, Archives Division, Phoenix #96-2372

Arizona Rangers: Law Enforcement in Arizona

At the beginning of the 1900's, Arizona was often a chaotic place. County sheriffs could not control lawless renegades who poured in from more lawful sections of the country. The Mexican border was open, and criminals used it to escape—both ways. The Arizona Rangers, modeled after the Texas Rangers, were created in 1901 to bring order. Only a few dozen men served during the unit's color eight year history. The framework was established for the Arizona Highway Patrol and the future of law enforcement in the state.

There are about 100 photographs of Arizona Rangers, sheriffs, lawmen, posses and citizen militia in law enforcement roles. There are also pictures of the Rangers working in Cananea during mine labor disputes.

Manuscripts and documents available include:
Vertical files
Books
Historical newspapers
Manuscript collections from Territorial Governors

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Department of Archives and Manuscripts, Hayden Library, Arizona State University

Mailing Address: Hayden Library. PO Box 871006. Tempe, Az 85287-1006

Reference/Phone Inquiries: 480/965-4932

Web Page Address: http://www.asu.edu/lib/archives

Hours: Monday: 11-7pm
Tues-Wed.: 8:00am to 7:00pm
Thursday-Friday: 8:00am to 5:00pm
Saturday: 1:00pm to 5:00pm
Closed: Sunday and Holidays

Policies: Closed Stacks; non-circulating materials $0.15 per page for photocopies
ASK prices for copy prints of photographs

Possible Topics

Phelps Dodge Copper Strike, 1983-84.
Supporting Primary Sources: Anna & Jorge O'Leary Papers; Andrea Mauk Papers; Alice Miller Papers

Senator Carl Hayden & His Family: a Personal Look:
Supporting Primary Sources: Carl Hayden Family Papers; Carl Hayden Biography File.

Hispanic Ranching Families: Wickenburg, Arizona, 1880s-1060's
Supporting Primary Sources: Ocampo/Quesada Family Papers

The Red Cross & Disaster Relief, Navaho Indian Reservation, 1948-1950
Supporting Primary Sources: Charlotte Miller Papers

School Teachers on the Havasupi Indian Reservation, 1937-1941
Supporting Primary Sources: Wayne Pratt Papers; Charles Newton Papers

Civil Rights and Mexican Americans in Phoenix, Arizona, 1969-1999
Supporting Primary Sources: Rosemarie and Joe Eddie Lopez Papers

Mesa Room
Local History Archives and Special Collections
Mesa Public Library

Address: 64 1st. Street Mesa, AZ 85201

Contact : Anna Uremovich

Phone # for student inquiries : (480) 644-3730 (reference desk)

Web page: http://www.mesalibrary.org/about_mesa/default.asp

Hours of availability: Monday - Thursday 9:30 a.m. to 9:00 p.m.
Friday & Saturday 9:30 a.m. to 5:30 p.m.
Sunday 1:30 p.m. to 5:30 p.m.

Use policies: Use of pencils only. Materials are not available for loan. Photocopies are 10 cents a sheet.

Topics and Source Materials:

Municipal Rights & Responsibilities

The City of Mesa was incorporated as a general law city, until in 1967 when it adopted the Mesa City Charter. The Mesa City Charter along with the City of Mesa Resolutions and Ordinances, demonstrate the city's growing independence of action and responsibility, as well as the citizenry's right to a greater voice in local government.

- *Subject File*
  Mesa City Charter 1967

- *Municipal Records Series # 1*
  City of Mesa, Clerk
  City of Mesa Ordinances, 1917-1997

- Municipal Records Series #2
  City of Mesa, Clerk
  City of Mesa Resolutions, 1915-1990

Desegregation in Mesa, AZ

Segregation was a fact of life in Mesa including elementary schools, housing and restaurants. A group of citizens who called themselves the Better Community Council decided to end segregation in Mesa. The Better Community Council Records contain the minutes of their meetings and actions from 1953 to 1968.

- A002-006
  Better Community Council Records, 1953-1968

Equal Employment Opportunity

The City of Mesa, per the Federal Equal Employment Opportunity (EEO) mandate, compiled statistics on the City of Mesa workforce. The Equal Employment Opportunity Reports, 1974-1993, show the number of City employees by gender, race, and ethnicity, and by salary within job categories.

- *Municipal Records Series #10*
  City of Mesa General Services, Human Resources Division
  Equal Employment Opportunity Reports, 1974-1993

Mesa Southwest Museum

Address: 53 North MacDonald Mesa, AZ 85201

Contact : Norma Devoy

Phone # for student inquiries : (480) 644-5085

Hours of availability: Monday - Thursday 8:00-4:00

Use policies: Appointment necessary. Students under 16 accompanied by adult.
For photos: no charge for paper copies, copies to CD or email copies.

Possible Topics

Rights:

1. Religious Groups: Groups such as the Mormon settlers of Mesa and Lehi sought to establish a community in which to practice their religious beliefs when they established a settlement in the Valley. Other groups also established churches and religious organizations in Mesa and the East Valley. One such church is the Queen of Peace Church that won an Arizona Supreme Court battle to be able to establish a Catholic Church in downtown Mesa.

   The Mesa Southwest Museum has an extensive photographic collection that included images of people, churches, temples and communities, including the Queen of Peace Church. Specific source material related to religion includes oral histories that recount the early settlers to the Mesa area. In addition, the museum, has many objects and artifacts that are attributed to the early settlers.

2. Water Issues: water usage and water rights are important issues for desert dwellers. Water usage in Arizona and the Valley area has been an important aspect of the community since the beginning of settled peoples. The Hohokam culture built extensive canals and water systems and later Anglo settlers followed this example as well as projects such as the Roosevelt, Granite Reef and Coolidge Dams.

   Specific source material includes mainly photographs of Roosevelt Dam, Granite Reef Dam and Coolidge Dam. The museum also maintains the Frank Midvale Collection comprising photographs, sketches, maps and archival material of his archaeological investigations of the Salt River Valley canal system of the Hohokam period.

Responsibilities

3. Protection of Wildlife: The responsibility to protect wildlife and the environment is an issue often debated in the press and the courts.

   Original source material at the museum includes transfer documents for artifacts seized by the United States Fish and Wildlife Service because they were made using ivory and feathers from protected animals. The related artifacts are also held at the museum

4. National Defense: The nation's defense and military responsibilities are apparent when one examines the history of the aviation-related developments in Arizona during World War II. Falcon Field and other airports around Arizona became training centers for pilots (both British Royal Air Force pilots). The warm sunny weather, relatively unpopulated land and flat areas for buildings and airstrips made Arizona the perfect location. Later Air Force bases such as Williams Air Force Base grew as a result of World War I aviation activity and the Cold War period.

   Specific source materials include some documents and objects from Williams Air Force Base as well as over 2800 photographs from Williams and a selection from Falcon Field.

Rights and Responsibilities

5. Legal Rights and Responsibilities: Records and objects related to the administration of law and order often paint a picture of the rights and responsibilities of early Mesa residents as well as law enforcement.

   Specific source material includes miscellaneous jail and courthouse records and documents, a manuscript on the history of the department and police department documents as well as objects relating to these different departments. The photograph collection includes the entire police department photo collection, photographs of law and order related topics.

6. Land Use: The debate over land use in Arizona is still an issue today. Examples of this include ranching rights versus environmental concerns.

   Specific source material includes the Hale Collection of branding irons, brand books, correspondence from ranchers throughout the southwest and articles on ranching in Arizona and the Southwest. The education department also has Teacher's Guides and packets for classroom use that are available for exhibits dealing with this topic.

National Archives and Records Administration
Pacific Region

Address: 24000 Avila Road, 1st Floor East, Laguna Niguel, CA 92677

Contact name: Paul Wormser, Director of Archival Operations

Phone number for student inquiries/appointments: (949) 360-2641, ext. 0

Web Page Address: www.archives.gov

Please list the hours this material is available to National History Day students:

Monday – Friday, 8:00 AM to 4:30 PM

Please list any policies your institution has regarding the usage or availability of source material (i.e. students must be accompanied by an adult, appointment necessary, photo ID required, charge for copies, etc):

Students under age 14 must be accompanied by an adult. Appointments are recommended. A photo ID is required (if student is unable to show one, parent or other accompanying adult may show one). Copies are 15 cents per page if self-service, 50 cents per page for staff-made copies. Copies may be requested via email or telephone and sent through the mail at a cost of 50 cents per page.

Possible Topics

1. **Record Group 21, Records of District Courts of the United States. Arizona Territorial Courts. Chinese Exclusion Records.**
   The case files, registers, dockets, and commissioner's records relating to Chinese exclusion in Arizona Territory provide a wealth of information about the first exclusionary immigration law in U.S. History and its application throughout Arizona.

2. **Record Group 21, Records of District Courts of the United States. District of Arizona. Phoenix Division. World War I Alien Registration Affidavits.**
   These affidavits describe people living in Arizona, but who were citizens from countries at war with the United States during the First World War. Men completed the form, "Registration Affidavit of Alien Enemy" while women used the form "Registration Affidavit of Alien Female." Information recorded

on these forms includes a physical description of the registrants, a four-year history of employment and residence, birth data concerning the registrants and their immediate family, immigration and naturalization information, data on language fluency, registrants' fingerprints, and a photograph.

3. **Record Group 163, Arizona. Lists of Men Ordered to Report for Induction**
   The lists in this series document the responsibilities imposed on men by the draft during the First World War. These records are arranged by county and may be useful to a student interested in a statistical study of draftees from specific locations throughout Arizona.

4. **RG 49, Records of the Bureau of Land Management. Surveyor General of AZ and Court of Private Land Claims. Private Land Claims Case Files.**
   The case files, correspondence, and legal documents in these series document the rights of Mexican families living in Arizona while the territory changed hands from Mexico to the United States. The Treaty of Guadalupe Hidalgo and the Gadsden Purchase allowed families that had been granted land by the Spanish and Mexican governments to retain ownership of their land, pending approval by the U.S. Government. These are the files the Surveyor General and the U.S. Court of Private Land Claims created to adjudicate the validity of such claims. Some files include the original land grant documents, dating as early as 1796. Also included is information on the abuse of land rights in cases such as the Peralta claim, the largest case of land claims fraud in U.S. History.

5. **RG 75, Records of the Bureau of Indian Affairs. Phoenix Indian School. Indian Scout Pension Files.**
   These pension files document the U.S. Government's responsibility to provide for and repay the scouts it employed during the Indian Wars. Included is correspondence relating to the scouts' service to the U.S. Army in Arizona.

Special Collections and Archives, Cline Library, Northern Arizona University

Address: NAU, P.O. Box 6022, Flagstaff, AZ 86011-6022.

Contact Name: Brad Cole

Phone number: 928-523-1549

Web Address: http://www.nau.edu/library/speccoll/

Hours: Summer hours 8-5 M-F, school year hours 9-6 M-F, 1-4 S (These hours are subject to change, please verify)

Policies: Standard reading room procedures apply. Students younger than high school should be accompanied by an adult.

Possible Topics

Ranching and grazing rights

- Arizona Woolgrower's Association Collection, NAU.MS.233, PH.81
- Joseph Bean Tappan, NAU.MS.218, PH.660
- Babbitt Brothers Trading Post Collection, NAU.MS.83

Responsible Stewardship/Government

- Day Family Collection, NAU.MS.89, PH.120
- Karen English Congressional Papers, NAU.MS.292
- Steiger Congressional Papers, NAU.MS.196
- Lyngholm Collection, NAU.MS.229

Water rights/environmental issues

- Glen Canyon Dam Collection, PH.90.13
- Camp Navajo Environmental Reports, NAU.MS.304
- See above collections and also see River running collections at http://www.nau.edu/library/speccoll/manuscripts.htm#D

Business Ethics

- United Indian Traders Association, NAU.MS.299, PH.99.53, OH.75
- Elijah Blair Collection, NAU.MS.299, PH.98.20
- Fred Harvey Collection, NAU.MS.280, PH.95.44

- Raymond Blair Trading Post Collection, NAU.MS.303
  See Trading Post Collections at
  http://www.nau.edu/library/speccoll/manuscripts.htm#D

SRP Research Archives and SRP Heritage

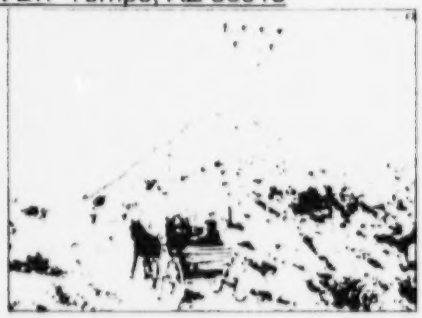
Address: mailing address - P.O. Box 52025 Mail Station PAB111 Phoenix, AZ 85072-2025 and street address 1521 N. Project Dr. Tempe, AZ 85018

Contact name: Catherine L. May, Sr. Historical Analyst, Research Archives Department

Phone number for student inquiries/appointments: (602) 236-6750

Web Page Address: clmay@srpnet.com;

SRP website is WWW.SRPNET.COM



SRP, Along the Apache Trail, c1910

Please list the hours this material is available to National History Day students:

Hours: M-F 8AM to 5PM (we are willing to work with a student's schedule if our off-hours permit)

Please list any policies your institution has regarding the usage or availability of source material (i.e. students must be accompanied by an adult, appointment necessary, photo ID required, charge for copies, etc):

An appointment is necessary. Student will be required to go to security desk for visitor's badge. Research space is limited – we can't accommodate a large group.

Please list any staff who are willing to travel to schools to make presentations to History Day students on the following topics:

We have several historians on staff who are able to make presentations on: exhibit development and display, label writing, historic research and documentation, how to use an archive, topic ideas, documentary production, oral history interviewing, writing the assignment. Please contact Catherine L. May, Sr. Historical Analyst/Archivist at 602 236-6750 to make arrangements.

Sharlot Hall Museum

Address: 415 W. Gurley Street, Prescott AZ 86301

Contact name: Michael Wurtz or Lorri Carlson

Phone number for student inquiries/appointments: 928.445.3122 x 15 or 14

Web Page Address: www.sharlot.org/archives

Hours: Tuesday-Friday Noon to 4 and Saturday from 10 to 2

Policies: Reservations are recommended, 10 cents/page charge for photocopies (photo reproductions start at $10), please call ahead of time to discuss topic.

Staff who are willing to travel to schools to make presentations to History Day students on the following topics:

	Name	Title	Phone	Topic
1.	Michael Wurtz	Archivist	928.445.3122	Archives
2.	Lorri Carlson	Asst. Archivist	928.445.3122	Archives or Oral History
3.	Jody Drake	Theater Director	928.445.3122	Script writing

Possible Topics

Chinese
- Newspaper accounts
- Charles Jan Wan Collection

Hispanics
- Oral history collection
- Genealogical resources

Law in Prescott
- Civil dockets
- Criminal dockets

Yavapai Indians
- Mike Burns manuscript

Newspaper accounts

Historic Preservation
- Photo archives
- City directories

Women
- Sharlot M. Hall collection
- Oral histories

Modern Ranching
- Oral histories
- Newspaper accounts

Downwinders (those effected by nuclear tests)
- Downwinder collection
- Newspaper accounts

Tempe Historical museum

Tempe Historical Museum

Address: 809 E. Southern Ave. Tempe, AZ 85282

Contact Names: Richard Bauer, Curator of Archives & Photographs
John Akers, Curator of History

Phone Number: (480) 350-5100

Web Page Address: www.tempe.gov/museum

Hours: Monday-Friday, 8:00 a.m. to 5:00 p.m. by appointment only.
Limited weekend availability, with early advance-notice appointment.

Usage Policies: Access is by appointment. Copies are $.15 per page. Copies for photographs vary.

Potential Topics

Rights and responsibilities of the press: editorial cartoons in Tempe
A responsibility to promote conservation: the Tempe Garden Club
Hispanic Tempe: struggling for rights, upholding responsibility

Specific Source Material

Tempe Daily News Cartoon Collection
This collection consists mainly of editorial cartoons created for the *Tempe Daily News* newspaper in the early 1980s by artists Mark Litton and Michael Obrenovich. These cartoons cover a range of both local and national political and social topics. Local topics include politics, Arizona State University, urban development, and social issues. National topics cover mainly political issues during the early 1980s. This collection also holds a number of editorial cartoons created by various other artists which where printed in the newspaper.

Tempe Garden Club Collection
Founded in 1936, The Tempe Garden Club promoted gardening, participated in and held flower shows, conducted beautification and landscaping projects around

Tempe, and was active in conservation issues. The collection consists of scrapbooks that include newspaper clippings, manuscripts, pamphlets and programs, letters, newsletters, bulletins, photographs, and other materials. The collection documents the activities and participants of the club. The 1942-1945 *scrapbook, in particular, documents the garden club's efforts to promote "Victory* Gardens" and war-time conservation.

Barrios Research Collection
This collection consists of oral history interviews, photographs, maps, and other printed materials dealing with the Hispanic settlement of Tempe. Many of Tempe's first residents were descendents of the first Spanish and Mexican settlers who established communities in what is today Arizona. These families lived in Arizona for generations, and many of their children became the pioneer settlers of other Arizona communities such as Tempe. This collection documents Hispanic life in Tempe from around 1870 until the 1940s.

IV. Staff Presentations:

John Akers	Curator of History	(480) 350-5100	Research, Exhibits and Label Writing, or Oral History

Proposed Student Timeline for National History Day

This schedule is a **suggestion**! The needs of an individual classroom or teacher may require these dates to be flexible. Don't worry about it! Many successful NHD entries were prepared in four to six weeks prior to the local competition and revised during intervening competitions. However, it is very unwise to attempt to complete a NHD entry the last week prior to competition as, invariably, what will suffer is the research.

September	Introduction to the concept of NHD Review the NHD websites Discuss the annual theme Learn about thesis statements Learn about a research log
October	Early October--Think about topics—do internet searches on possible topics Think about type of entry—group or individual Late October—Select group/individual, pick four possible topics Submit list of possible topics to teacher/advisor
November	Early November—Pick final topic Write the thesis statement Based upon topic selection, determine type of entry (paper, performance, documentary, Website, exhibit) Assemble a list of resources and places to conduct research. Request interlibrary loan items. Research
December	Research Begin assembling bibliography and keep it as you go Recheck the thesis statement Are there any prospective interviews? Set these up Begin visits to museums or archives, if applicable
January	Early January—complete research for local competition Mid January—Papers: Write first draft, have it proofread Performance: Write script, design costumes, design props Documentary: Assemble photos and visuals, write script Websites: Assemble photos, write text, map out site End of January—Put these things together into the local entry. Check them with your thesis statement

Exhibits: Design exhibit on paper, obtain images needed, line up materials

February — Early February—Finish bibliography and process paper. Finalize your entry

Mid February—School competition (2003 school competitions should be held not later than February 14, 2003)

End of February—Make improvements suggested at school competition.

Registration Deadline for Regional competitions: All entries must be postmarked by February 21st or delivered to the Archives by February 25th.

March — 8 Regional competitions: Sierra Vista, Sedona
15 Regional competitions: Tempe, Tucson

End of March—Make improvements suggested at regional competitions

Students advancing to the state finals should consider whether they will be attending the National finals if selected.

Registration Deadline for State Finals. All entries must be postmarked by March 24th or delivered to the Archives by March 28th.

April — 12 State Finals at the Arizona State Capitol in Phoenix 9:00AM to appx. 4:00 PM

Late April-May—make improvements suggested at state competition

22 State Coordinators must be notified of intention to participate at national finals by all eligible 1st and 2nd place finishers. 3rd place alternates will be notified of any vacancies

May — 1 Registrations for the National Finals must be postmarked or delivered to the Arizona State Archives

June — National Finals, University of Maryland, College Park MD

Arizona 2003 National History Day Special Awards

Arizona Diamondbacks History of Baseball—Best entry on the subject Of baseball history

Best use of Archives & Museums (Jr. Division)- Museum Association of Arizona
Best use of Archives & Museums (Sr. Division)-Friends of the Arizona Archives

Best use of historical newspapers—Research completed using original newspapers- Arizona Newspaper Publisher's Association

Best use of oral history: Best use of interviews and oral tradition Southwest Oral History Association

Colonial or Revolutionary History: best entry relating to this time period Daughters of the American Revolution

Family & ethnic history: best entry on genealogy or the struggles of A particular ethnic group—Arizona Genealogical Computer Users Group

Freedom of Religion—Arizona NHD Advisory Board

History of the Holocaust—Paul & Leeann Wieser

Mexican-American or Chicano History—Christine Marin

United States Naval History—History of the United States Navy—Arizona Navy League

Water History—to be announced

Women's History: Best entry relating to women's issues (One each Jr. & Sr Division) Coordinating Committee for History In Arizona

Why should you participate in NHD?

1) It will make you smarter. Guaranteed.

2) You learn that history is not just about old stuff. It's about you!

3) It's fun!

General George Crook ca1890
Arizona State Library Archives and Public Records, Archives Division, Phoenix #96-1391

For information about National History Day in Arizona, contact the state coordinators, Wendi Goen and Laurie Devine, at the Arizona State Archives, 1700 W. Washington #342, Phoenix AZ 85007 602-542-4159, fax 602-542-4402, wgoen@lib.az.us or through our website nhd.lib.az.us

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ERIC Educational Resources Information Center

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Author(s): Wendi Goen and Laurie Devine	
Corporate Source: Arizona State Archives	Publication Date: 2002

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